

# Arcadia High School

## ARIZONA SCHOOL REPORT CARD 2003-04

4703 E. Indian School Road, Phoenix, AZ 85018

Scottsdale Unified District

### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile \*

Excelling\*

\* The profiles are Excelling, Highly Performing, Performing or Underperforming.

### No Child Left Behind

#### Adequate Yearly Progress\*\*\*

Met

#### School Improvement Status\*\*\*

N/A

\*\*\* For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Mrs. Anne-Marie Woolsey  
Schedule : 7:30 AM to 4:00 PM  
Grades : 9-12  
2003 Enrollment : 1272  
Web Address : [www.susd.org/schools/high/arcadia](http://www.susd.org/schools/high/arcadia)  
Phone Number : (480) 484-6300  
Fax Number : (480) 484-6301  
E-mail : [awoolsey@susd.org](mailto:awoolsey@susd.org)

### Mission

The staff of Arcadia High School pledges to create a safe environment. We are committed to fostering personal ethics; encouraging artistic expression; promoting physical health and preparing students to enter a diverse and ever-changing society.

### School / Academic Goals

Ü Students will increase their reading and writing skills.

Ü Technology will be used to increase communication between school, parents and community.

### Instructional Programs

Ü Advanced Placement  
Ü Honors Classes  
Ü On-site Special Education  
Ü English Immersion Studies

### Enrollment

October 1, 2002 School Year Student Enrollment : 1260  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: No  
Number of Students Attending Under Open Enrollment in 2002-03 : 72

### Calendar Information

Number of Instruction Days : 178  
Average Daily Instruction Time : 6 hours 30 minutes  
First Day of School : 8/11/2003  
Last Day of School : 5/25/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA  
DEPARTMENT OF  
EDUCATION

### School Site Council

#### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 1 Student(s)

#### Council Duties

- Ü Site-based Management
- Ü School Goals
- Ü School Improvement Plan
- Ü Program Evaluation
- Ü Budgeting
- Ü Staffing

### Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	3.00	Teacher	61.20
Other Professional Staff	5.30	Teacher Aide	4.00

### Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	4	0	0
4 to 6 years	7	7	0	0
7 to 9 years	6	6	0	0
10 or more years	9	30	1	0

### Shared Responsibilities

#### School

Arcadia H.S. is responsible for providing students with a safe and disciplined environment conducive to learning. Parents are kept well-informed about their students' attendance, behavior and academic progress.

#### Parents

Parents are urged to provide a supportive home environment conducive to study and learning; be role models; participate in school activities. Parents are expected to help their children abide by the district's Code of Conduct and the school's rules.

### Resources Available at School Site

#### Special Facilities

- Ü Wheel-shaped Classroom Building
- Ü TV Production Studio

#### Extracurricular Activities

- Ü 12 Varsity Sports
- Ü 52 Clubs/Organizations
- Ü Unitown
- Ü Service Learning

#### Social Services

- Ü Arcadia Pride Foundation
- Ü Parent-Teacher Organization
- Ü Scottsdale Prevention Institute
- Ü Police Liaison Officer

### Transportation Policy

Transportation is a privilege provided for all students who live outside a 1.5-mile radius of Arcadia High School. The farthest point from school within our attendance area is three miles.

## Indicators of Success Based on Historical Data from 2002-03

## School Achievements/Accomplishments 2002-03

- ü Academic improvement in vocabulary across the curriculum.
  
- ü Increased percentage of students who met or exceeded the math and writing portions of the AIMS.

## School Honors

## Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü 3rd Consecutive State Golf Title	2002
ü National Merit Finalists (1)	2003
ü National Merit Commended Students (4)	2003
ü \$2.615 Million Awarded in Scholarships	2003

## Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona	
			% 7-8	% 9-12
Attendance Rate <sup>2</sup>	98	95	94	96
Transfers Out <sup>3</sup>	20	20	20	20
Transfers In <sup>4</sup> (Within District)	0	2	2	2
Transfers In <sup>5</sup> (Out of District)	4	10	10	9
Promotion Rate <sup>6</sup>	100	99	98	95
Retention Rate <sup>7</sup>	0	1	2	5
Dropout Rate <sup>8</sup>	2			8
Status Unknown <sup>9</sup>	1			6
Graduation Rate <sup>10</sup>	94			76

## Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03<sup>11</sup>

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	256	1791	57534	78	90	91	506	507	491	24	25	46	19	18	16	38	36	23	18	21	15
All Students (Prior Year)	254	1760	51010	NA	NA	NA	496	501	483	31	24	45	24	25	20	33	35	23	12	15	11
Female	125	913	28155	78	91	90	502	504	491	29	25	47	22	20	16	36	38	24	13	18	14
Male	131	874	28932	78	87	89	509	510	491	20	24	46	17	16	15	39	35	23	24	25	16
African American	NC	35	2558	NC	85	86	NC	487	475	NC	50	64	NC	25	15	NC	16	16	NC	9	6
Hispanic	37	159	17547	65	87	86	483	482	475	54	56	64	21	15	15	21	21	15	4	7	6
Asian/Pacific Islander	NC	63	1395	NC	94	96	NC	518	519	NC	16	22	NC	14	16	NC	40	28	NC	30	35
American Indian/Alaskan Native	NC	11	3794	NC	79	91	NC	512	468	NC	9	72	NC	27	13	NC	45	12	NC	18	3
White	182	1368	29790	71	81	86	510	509	501	18	21	34	21	18	17	41	38	29	20	23	20
Students with Disabilities	NC	99	5562	NC	69	93	NC	468	461	NC	65	79	NC	24	10	NC	12	8	NC	0	3
Students without Disabilities	251	1692	51972	82	91	90	506	507	492	24	24	45	19	18	16	38	37	24	19	22	15
Limited English Proficient Students	22	80	5467	59	75	111	460	467	458	88	76	87	13	11	7	0	11	5	0	3	1
Migrant Students	--	--	702				--	--	471	--	--	74	--	--	9	--	--	14	--	--	3
Economically Disadvantaged	--	--	10446				--	--	472	--	--	70	--	--	13	--	--	13	--	--	4
Non-Economically Disadvantaged	256	1791	47088				506	507	495	24	25	42	19	18	16	38	36	26	18	21	17

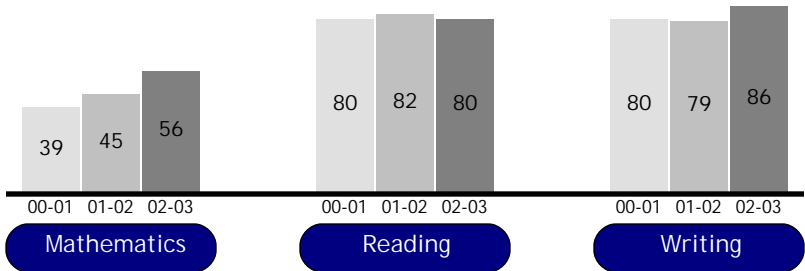
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	256	1773	56700	78	89	89	533	534	512	8	5	15	12	12	23	61	64	52	19	19	10
All Students (Prior Year)	261	1755	50525	NA	NA	NA	540	543	517	3	2	12	15	10	22	54	59	51	28	28	15
Female	119	892	27862	74	89	89	545	540	517	3	3	12	10	9	22	65	65	54	22	22	12
Male	136	878	28398	80	88	88	523	527	507	13	8	19	15	14	24	56	62	49	17	16	9
African American	NC	37	2529	NC	90	85	NC	509	495	NC	15	24	NC	12	31	NC	65	41	NC	9	4
Hispanic	33	153	17305	58	84	85	503	506	494	21	16	24	21	28	31	54	50	41	4	6	4
Asian/Pacific Islander	NC	61	1382	NC	91	95	NC	537	530	NC	2	6	NC	14	17	NC	63	59	NC	21	17
American Indian/Alaskan Native	NC	12	3815	NC	86	91	NC	515	489	NC	18	29	NC	18	35	NC	36	35	NC	27	2
White	182	1359	29209	71	80	84	538	537	525	6	4	9	10	11	17	63	64	59	21	21	15
Students with Disabilities	NC	108	5215	NC	76	87	NC	488	478	NC	30	43	NC	28	29	NC	42	25	NC	0	2
Students without Disabilities	247	1665	51485	81	90	89	534	535	513	7	5	15	12	11	23	61	64	52	20	20	11
Limited English Proficient Students	18	73	5378	49	71	109	472	474	471	50	39	48	33	45	36	17	16	15	0	0	0
Migrant Students	--	--	689				--	--	486	--	--	31	--	--	36	--	--	30	--	--	2
Economically Disadvantaged	--	--	10358				--	--	492	--	--	26	--	--	33	--	--	37	--	--	4
Non-Economically Disadvantaged	256	1773	46342				533	534	516	8	5	13	12	12	21	61	64	54	19	19	12

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	283	1887	55090	86	94	87	496	500	479	7	5	16	8	7	13	85	88	70	1	1	0
All Students (Prior Year)	271	1816	50572	NA	NA	NA	497	505	481	6	4	14	16	13	23	77	82	63	2	1	1
Female	140	954	27752	88	95	89	502	505	483	7	3	13	4	5	12	89	92	75	1	1	0
Male	141	926	26842	83	92	83	491	495	474	8	7	20	12	10	15	80	83	65	1	0	0
African American	NC	37	2336	NC	90	78	NC	480	464	NC	14	25	NC	6	14	NC	80	62	NC	0	0
Hispanic	47	188	16391	82	103	81	459	464	458	29	22	28	9	10	16	63	68	56	0	0	0
Asian/Pacific Islander	NC	59	1356	NC	88	93	NC	511	499	NC	4	7	NC	7	9	NC	87	83	NC	2	2
American Indian/Alaskan Native	NC	14	3731	NC	100	89	NC	490	446	NC	8	37	NC	8	16	NC	85	47	NC	0	0
White	194	1428	29053	76	84	84	504	504	492	3	3	8	8	7	12	88	90	79	1	1	0
Students with Disabilities	NC	107	4141	NC	75	69	NC	446	436	NC	27	47	NC	27	18	NC	46	35	NC	0	0
Students without Disabilities	274	1780	50949	90	96	89	497	501	479	6	4	16	8	7	13	85	88	71	1	1	0
Limited English Proficient Students	24	93	4711	65	90	96	421	425	422	60	58	61	10	16	13	30	27	26	0	0	0
Migrant Students	--	--	666				--	--	444	--	--	39	--	--	11	--	--	50	--	--	0
Economically Disadvantaged	--	--	10168				--	--	453	--	--	32	--	--	18	--	--	50	--	--	0
Non-Economically Disadvantaged	283	1887	44922				496	500	484	7	5	13	8	7	13	85	88	73	1	1	0

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

#### Glossary:

**Adequate Yearly Progress (AYP):** The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

**Met Percent Tested:** Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

**Met Test Objectives:** The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

**Met Attendance Rate:** Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

**Met Graduation Rate:** School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

**School Improvement - Year 1:** Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

**School Improvement - Year 2:** Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

**Corrective Action:** Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	92	60	61	43	100	48	54	37	89	57	58	41
	Language	94	54	60	41	100	51	54	38	92	57	59	42
	Mathematics	95	71	75	59	100	66	71	56	95	71	76	60

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Arcadia High School is a place for students to safely pursue academic and extracurricular goals. Parent and teacher involvement is encouraged to enhance the feeling of unity between school and home.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

28
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

## Contacts

	Name	Phone Number
School Site Council	Anne-Marie Woolsey	(480) 484-6300
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Kevin McGloin	(480) 484-6300
School Nutrition Programs	Barbara Savastio	(480) 484-8686
Parent Organization	Stephanie Coppins	(480) 947-8403
Student Health/Nurse	Brenda Campbell	(480) 484-6300

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."



1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns). If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes ( -- ). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)